DOCUMENT RESUME

ED 343 748 RC 018 595

AUTHOR Arbona, Consuelo; And Others
TITLE Cultural Awareness and Ethnic Loyalty among Mexican American College Students.
PUB DATE 91
NOTE 12p.; Paper presented at the Annual Meeting of the American Psychological Association (San Francisco, CA, August 16-20, 1991). Figures contain small print.
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College Students; *Cultural Awareness; *Ethnicity; Factor Analysis; Higher Education; *Mexican Americans
IDENTIFIERS *Cultural Change

ABSTRACT

A sample of 364 Mexican-American college students were used to study the adequacy of Keefe and Padilla's model and measure of cultural change. Keefe and Padilla developed an empirical measure yielding two divergent factors, labeled as Cultural Awareness and Ethnic Loyalty. An additional factor, labeled Ethnic Social Orientation, referred to preference for ethnicity of associates and types of foods. Results of a confirmatory factor analysis suggest that the process of cultural change among Mexican American college students may be described in terms of Cultural Awareness and Ethnic Loyalty. Consistent with Keefe and Padilla's model, the present study defines Cultural Awareness by scales related to the knowledge and practice of cultural traits, and Ethnic Loyalty by the individual's preference for one cultural orientation over the other. Differences in these three dimensions across students of various generations suggested that Cultural Awareness is somewhat independent of both Ethnic Loyalty and Ethnic Social Orientation. Cultural Awareness seems to decrease the most from the first to the fourth generation while Ethnic Loyalty remains relatively stable from the second to the fourth generation. Similarities in results between Keefe and Padilla's study and the present study, despite differences in samples, suggest that the model of cultural change is valid for Mexican Americans across the spectrum of generational status, language preference, and educational levels. (KS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED343748

Cultural Awareness and Ethnic Loyalty Among Mexican American College Students

Consuelo Arbona
University of Houston

Carmen L. Flores
University of Houston

Diane M. Novy
University of Texas Health Science Center at Houston

Paper presented at the annual meeting of the American Psychological Association, Boston, MA, 1991.

RC018595

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Consuelo Arbona

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Cultural Awareness and Ethnic Loyalty Among Mexican American College Students

Padilla and his colleagues (Keefe & Padilla, 1987; Padilla, 1980) have proposed a multidimensional, hierarchical model of culture change among Mexican Americans that describes cultural orientation and change as taking place in two distinct yet related domains: Cultural Awareness and Ethnic Loyalty. Cultural Awareness, which is defined as a person's knowledge of cultural traits (language, history, traditions) of Mexican and Anglo cultures, resembles the process of acculturation. Ethnic loyalty refers to the person's preference for one cultural orientation and ethnic group rather than the other and corresponds to the concept of ethnic identity.

Padilla and his colleagues (Keefe and Padilla, 1987; Padilla, 1980) developed an empirical measure of these two constructs and examined the validity of their model with community sample of Mexican-American adults in three cities in southern California. Results of a second-order factor analyses yielded two divergent factors which were identified as Cultural Awareness and Ethnic Loyalty. The Cultural Awareness factor comprised of five lower-order factors that reflected traits such as cultural heritage (of respondent, spouse, and parents), language preference, and preferred group name (i.e., chicano, Mexican-American). The Ethnic Loyalty factor comprised two lower-order factors that reflected attitudes related to ethnic pride and affiliation and perceptions of discrimination. In addition, a factor not anticipated in their original model was important in identifying both Cultural Awareness and Ethnic Loyalty. This factor, labeled Ethnic Social Orientation, referred to preference for ethnicity of associates and types of foods and was interpreted as an aspect of social assimilation.

The purpose of the present study was to examine the adequacy of Keefe and Padilla's (1987) model and measure of cultural change with a sample of Mexican-American college students from south Texas.

Methods

Subjects

Participants in this study were 364 Mexican-American students who were enrolled in either a technical college (N = 125) or a state university (N = 239) in South Texas. Of these, 57.4% were females, 69.8% were single, their mean age was 18 years old (range 18 to 50; standard deviation = 7.3), and 35% were enrolled in a two-year program, 43.4% in a four-year program, and 22.3% were master level students (primarily in Education).

In terms of generational level, 14% of the students were classified as first generation (born in Mexico), 15.9% were second generation (born in U.S. with both parents born in Mexico), 26.6% were third generation (born in the U.S. with one parent born in Mexico and the other in U.S.), and 43.4% were fourth generation (student and both parents were born in the U.S.). Socioeconomic status (SES) of participants was assessed by Hollingshead's Index of Social Position (Hollingshead & Redlich, 1958) of the father's occupation. Only 68% of the students reported an occupation for their fathers; of these, 81.3% were classified as low SES, 13.5% as middle, and 5.1% as high SES background. In terms of fathers' educational level, students reported that 65.1% had not completed high school, 28.8% had a high school degree, and 6.1% had completed college. For the mothers', students reported that 68.7% had not completed high school, 25.4% had a high school degree, and 5.9% had completed college.

Instruments

Cultural Awareness (CA) and Ethnic Loyalty (EL) Questionnaire.

The Cultural Awareness and Ethnic Loyalty survey developed by Keefe and Padilla (1987; pp. 211-219) was modified for use in this study. Specifically the two items related to language of questionnaire and language of interview were eliminated since in this study all questionnaires were in English and no interviews were conducted. The original survey comprised eight scales and 136 items that tapped culturally related self-reported behaviors

and attitudes or preferences. These scales were labeled: Respondent's Cultural Heritage (RCH), Language Preference (LP), Spouse's Cultural Heritage (SCH), Parent's Cultural Heritage (PCH), Cultural Identification (CI), Ethnic Social Orientation (ESO), Ethnic Pride and Affiliation (EPA), and Perceived Discrimination (PD).

Analysis

Scores on the scales from the Cultural Awareness and Ethnic Loyalty Questionnaire were created by summing the appropriate items suggested by Keefe & Padilla (1987). The scale Spouse's Cultural Heritage was not included in the analyses because 69.8% of the respondents in our sample were not married.

Maximum likelihood confirmatory factor analyses run on PC-LISREL 7 (Jöreskog & Sörbom, 1979, 1988) was used to examine the goodness of fit of Keefe and Padilla's (1987) model of cultural orientation with our sample data. The analyses were based on a standardized solution for the model in which the correlation matrix among the seven subscales was input and the variance of the factors was set at 1.0. Following recommendations by Jöreskog and Sörborm (1988) and Cliff (1983), several indices of model fit were used to assess the adequacy of the model for the data: the maximum-likelihood chi-square goodness-of-fit statistic, the ratio of the chi-square goodness of fit to its degrees of freedom, the goodness-of-fit-index [GFI], the goodness-of-fit index that takes into account the degrees of freedom in the model [AGFI], and the root mean square residual [RMR]. Degree of consensus among these indeces was employed to estimate how well the model reproduced all the relations among scores of the seven scales.

In addition to these indices of fit, other information about fit produced by LISREL (e.g., modifications indeces, coefficients of determination, normalized residuals) were examined to further evaluate the model and determine if some modifications in the measurement model (viz., the relation of the seven scales to the two factors and the relation of the scales' uniqueness terms to each other) were warranted (Fassinger, 1987).

Results

Internal consistency, estimated by Cronbach's (1951), alpha for the seven subscales were: RCH = .83; PCH = .74; LP = .89; CI=.62; ESO = .76; EPA = .69; PD = .78. The correlation matrix for the seven Cultural Awareness and Ethnic Loyalty subscales are presented in Table 1.

Insert Table 1 about here

The model specified by Keefe and Padilla (1987) produced a statistically significant χ^2 (12, $\underline{N}$ = 364) = 35.90, $\underline{p}$<.001, a fit ratio (chi square/degrees of freedom) = 2.99, a goodness of fit index (GFI) = .97, an adjusted goodness of fit index (AGFI) = .94, and a root mean square residual (RMR) = .04. These residual and modification indices were examined to determine whether freeing the correlation between any uniqueness terms would improve model fit (Coestner & Schoenber, 1973). These indices suggested that model fit would be improved if the uniqueness terms for Respondent Cultural Heritage and Parent's Cultural Heritage, for Parent's Cultural Heritage and Language Preference, and for Language Preference and Cultural Identification were allowed to correlate. These modifications in the measurement model appeared justified after examining the content of the individual items in theses scales. It was found that RCH, PCH, and LP had a large number of items that assessed language ability and preference. In addition, most of the items in the CI scale probed for preference for group name which appears to be related to language preference and ability. For these reasons, the uniqueness terms for these three pairs of scales were allowed to correlate. These modifications to the measurement model yielded a non-significant χ^2 (9, $\underline{N}$ = 364,) = 11.21, $\underline{p}$ = .26, a fit ratio = 1.24, a GFI = .99, an AGFI = .97; and an RMR = .02. These indices suggested an excellent fit for the model. This model is depicted in Figure 1.

Insert Figure 1 about here

The convergence of the scales on the factors in the selected measurement model were examined to provide an indication of the construct validity of the subscales. This was assessed by determining whether each scale's factor loading on its posited factor was statistically significant (greater than twice its standard error). Critical ratios equal to, or larger than 2.0 indicate convergent validity. As may be observed in Table 2, all but one of the scales converged in its underlying factor. The subscale Ethnic Social Orientation approached convergence on the Cultural awareness factor with a critical ratio of 1.92.

Insert Table 2 about here

Information on Table 2 was used to describe the factors. As predicted by Keefe and Padilla's (1987) model, the Cultural Awareness factor was identified by the following subscales: Respondent's Cultural Heritage, Parent's Cultural heritage, Language Preference, and Cultural Identification. The Ethnic Loyalty Factor was identified by the scales Ethnic Pride Affiliation and Perceived Discrimination. In addition, the scale Ethnic Social Orientation was related to both factors. The magnitude of the factor loadings (see Table 1), however, suggest that in our data Ethnic Social Orientation was more strongly associated with Ethnic Loyalty than with Cultural Awareness.

The discriminant validity of the factors was examined by constructing a confidence interval around the correlation estimate (Anderson & Gerbing, 1984). If the confidence interval (which is equal to the correlation coefficient plus or minus two times the standard error) around the correlation estimate between the factors spans 1, it may be inferred that the factors lack discriminant validity. In our model, the correlation coefficient between the factors was .57 and the standard error was .07 (therefore the confidence interval did not

span 1) which suggests that although the factors Cultural Awareness and Ethnic Loyalty are related entities, they have distinct aspects as well.

In order to examine differences in Cultural Awareness, Ethnic Loyalty, and Ethnic Social Orientation according to generational status of students' scores on each of the seven scales were transformed to T scores. Then, the mean of the four scales associated with Cultural Awareness and the mean of the two scales associated with Ethnic Loyalty were obtained for each generational level. Since the Ethnic Social Orientation scale was related to both Cultural Awareness and Ethnic Loyalty, it was not averaged into the composite scaled scores of any of these two dimensions, but it is presented separately. Figure 2 displays the mean scale scores for each dimension, Cultural Awareness, Ethnic Loyalty, and Ethnic Social Orientation by generational level. As may be observed in figure 2, scores on the Cultural Awareness dimension decreased steadily from the first to the fourth generation. Scores on the Ethnic Loyalty scale decreased some from the first to the second generation, but thereafter remained fairly stable up to the fourth generation. Ethnic Social Orientation, on the other hand, did not vary much from the first to the second generation but decreased steadily with each successive generation.

Insert Figure 2 about here

Discussion

The findings of this study provide empirical support for the validity of the multi-dimensional model of cultural change among Mexican Americans proposed by Keefe and Padilla (1987). Results of the confirmatory factor analysis suggest that the process of cultural change among Mexican American college students may also be described in terms of two independent yet related processes: Cultural Awareness and Ethnic Loyalty. Consistent with Keefe and Padilla's (1987) model, in the present study Cultural Awareness was defined by scales related to the knowledge and practice of cultural traits while Ethnic

Loyalty reflected the individual's preference for one cultural orientation over the other. In other words, Cultural Awareness refers to the concept of acculturation while Ethnic Loyalty resembles the concept of ethnic identity. In our sample, Ethnic Social Orientation, which refers to preference for ethnicity of associates and types of foods, seems to be related more to Ethnic Loyalty than to Cultural Awareness, while in Keefe and Padilla's (1987) study this scale was related to both dimensions.

Differences in these three dimensions across students of various generations suggested that Cultural Awareness is somewhat independent of both Ethnic Loyalty and Ethnic Social Orientation. As may be observed in figure 2, Cultural Awareness seems to decrease the most from the first to the fourth generation while Ethnic Loyalty remains relatively stable from the second to the fourth generation. Students' level of Ethnic Social Orientation did not change much from the first to the second generation, however, it gradually decreased for successive generations. These findings, which are also consistent with Keefe and Padilla's (1987) results, suggest that third or fourth generation students, who might not be very familiar with Mexican culture and traditions, and who might prefer to speak English rather than Spanish, may, nevertheless, identify with their Mexican heritage.

The significance of these finding is underscored by the wide differences in demographic characteristics between participants in Keefe and Padilla's (1987) study and the present study. Participants in their research were, for the most part, first or second generation (42% and 25%, respectively) blue collar workers who had not graduated from high school. In contrast, participants in the present study were technical-college and university students of later generations (27% and 43% were third and fourth generation, respectively). These differences in the samples suggest that Keefe and Padilla's model of cultural change is valid for Mexican Americans across the spectrum of generational status, language preference, and educational levels.

In summary, one of the most important implications of this study is that cultural change is a multidimensional process and that measures of acculturation only provide a partial assessment of this process. Therefore, it is strongly suggested that in the future, researchers interested in examining the cultural antecedents of psychological behavior among Mexican Americans (and Hispanics in general) include in the design of their studies measures of both acculturation and ethnic identity. It seems that the Cultural Awareness and Ethnic Loyalty scales developed by Keefe and Padilla (1987) would be useful for these purposes. Further research with this instrument is suggested to explore the possibility of developing a shorter version which would be useful in psychological research.

References

Anderson, J.C., & Gerbing, D.W. (1984). The effects of sampling error on convergence, improper solutions, and goodness-of-fit indices for maximum-likelihood confirmatory factor analysis. Psychomtrika, 49, 155-173.

Cliff, N. (1983). Some cautions concerning the application of causal modeling methods. Multivariate Behavioral Research, 18, 115-126.

Fassinger, R. E. (1987). Use of structural equations modeling in counseling psychology research. Journal of Counseling Psychology, 34, 425-436.

Jöreskog, K.G., & Sörbom, D. (1979). Advances in factor analysis and structural equations models. New York: University Press.

Jöreskog, K.G., & Sörbom, D. (1988). LISREL VII: A guide to the program and applications. (Computer program and manual). Chicago: SPSS, Inc.

Keefe, S.E., & Padilla, A.M. (1987). Chicano ethnicity. Albuquerque: University of New Mexico Press.

Padilla, A.M. (1980). The role of cultural awareness and ethnic loyalty in acculturation. In A.M. Padilla (Ed.), Acculturation: Theory, models and some new findings. (pp 47-83). Boulder, CO: Westview Press.

Table 1
Correlation Matrix of the Cultural Awareness and Ethnic Loyalty Scales.

Scale	RCH	PCH	LP	CI	ESO	EPA
1. RCH (CA)	.1					
2. PCH (CA)	.78					
3. LP (CA)	.61	.58				
4. CI (CAEL)	.41	.34	.47			
5. ESO (EA)[b]	.46	.43	.32	.29		
6. EPA (EA)	.37	.36	.31	.27	.5	
7. PD (EL)	.20	.17	.14	.19	.29	.31

Note: RCH = Respondent Cultural Heritage; PCH = Parents Cultural Heritage; LP = Language Preference; CI = Cultural Identification; ESO = Ethnic Social Orientation; EPA = Ethnic Pride and Affiliation; PD = Perceived Discrimination; CA = Cultural Awareness; EL = Ethnic Loyalty.

Table 2
Convergent Validity of the Subscales

Factor	Subscale	Factor Loading	Standard Error	Critical Ratio
Cultural Awareness	Respondent's Cultural Heritage	.89	.06	15.26
Cultural Awareness	Parents' Cultural Heritage	.80	.06	12.37
Cultural Awareness	Language Preference	.68	.06	12.02
Cultural Awareness	Cultural Identification	.46	.06	8.17
Cultural Awareness	Ethnic Social Orientation	.18	.09	1.92
Ethnic Loyalty	Ethnic Social Orientation	.60	.10	5.71
Ethnic Loyalty	Ethnic Pride & Affiliation	.76	.07	10.30
Ethnic Loyalty	Perceived Discrimination	.41	.06	6.87

Note These results are based on a standardized solution; the correlation matrix was input and the variance for each factor was set at 1.0. Critical ratios equal or larger than 2 indicate that the subscale converged on the factor.

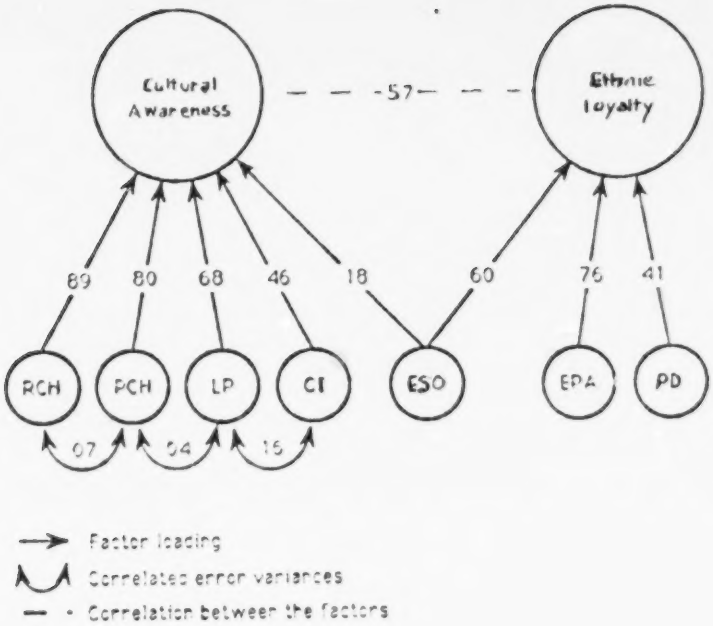

Figure 1 Model of Cultural Orientation: Cultural Awareness and Ethnic Loyalty Dimensions. (RCH = Respondents' Cultural Heritage; PCH = Parents' Cultural Heritage; LP = Language Preference; CI = Cultural Identification; ESO = Ethnic Social Orientation; EPA = Ethnic Pride and Affiliation; PD = Perceived Discrimination).

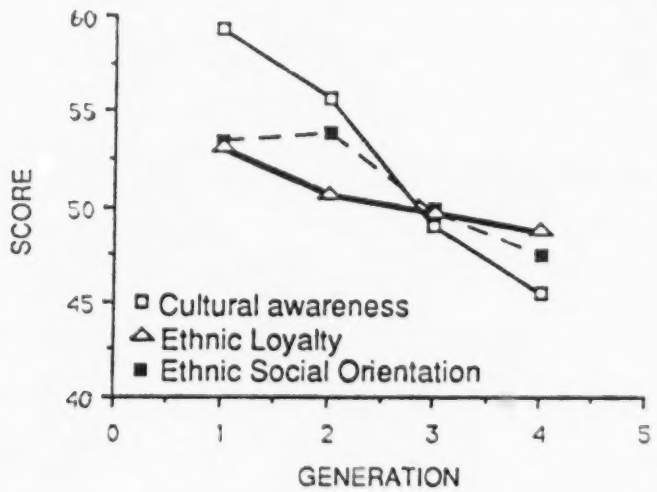

Figure 2 Cultural Awareness, Ethnic Loyalty, and Ethnic Social Orientation by Generation.